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ABSTRACT

This document, developed by the Illinois State Boaord of Education, identifies five state goals for learning in the fine arts, and provides sample learning objectives for grades, 3, 6, 8, 10, 12, which are consistent with the goals. The state goals for learning are broadly stated expressions of what the Illinois State Board of Education expects its students to know and do as a result of elementary and secondary schooling. The sample set of district-level learning objectives was developed as a means of assisting districts in the development of their own objectives and are stated in broad general terms. Section 1 presents an overview of fine arts. Section 2 lists the state learning goals for fine arts. In Section 3 the general knowledge and skills relating to each of these goals is listed. Section 4 contains the sample learning objectives relating to each goal for each grade level. Appendix A lists the state goals for learning in the six subject areas. Appendix B lists questions and answers concerning the learning objectives and assessment. (APG)

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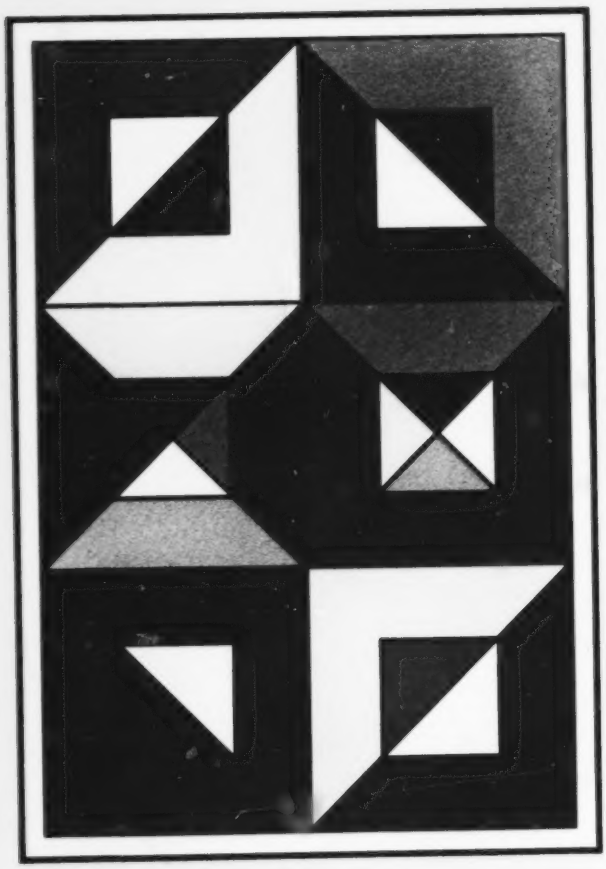
STATE GOALS FOR LEARNING

AND SAMPLE LEARNING OBJECTIVES



FINE ARTS

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STATE GOALS FOR LEARNING

AND SAMPLE LEARNING OBJECTIVES

FINE ARTS

GRADES 3, 6, 8, 10, 12

Illinois State Board of Education
Department of School Improvement Services

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

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INTRODUCTION

The 1985 educational reform legislation addressed nearly every aspect of schooling and provided a unique opportunity for local school districts and the State Board of Education to work cooperatively to improve education in Illinois. One of the most important pieces of the legislation, one which has long-range implications for learning and teaching in Illinois schools, provides for the development of learning goals and assessment systems at both the state and local levels.

Legislative Requirements

Public Act 84-126, effective August 1, 1985, amended The School Code of Illinois to include, for the first time in the state's history, a definition of schooling and a requirement that the goals for learning be identified and assessed. Specifically, the law requires the following:

The State Board of Education must establish goals consistent with the primary purpose of schooling. The legislation defines the primary purpose of schooling as the transmission of knowledge and culture through which children learn in areas necessary to their continuing development: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health.

Local school districts must establish student learning objectives which are consistent with the primary purpose of schooling and which meet or exceed goals established by the State Board.

School districts must also establish local goals for excellence in education.

The State Board must establish assessment procedures for local school districts. This includes the establishment of a common month for testing in each school year, the development of state test items to be included along with each of the district assessments, and the development of model assessment procedures which school districts may elect to use.

School districts must assess student learning to determine the degree to which local goals and objectives are being met. This assessment is required at least at grades 3, 6, 8 and 10, with the initial year for assessment staggered according to learning area and grade level.

School districts must develop local plans for improvement in those areas where local goals and objectives are not being met.

School districts must disseminate the local goals and objectives to the public, along with information on the degree to which they are being achieved and, if not, what appropriate corrective actions are being taken by the district.

The State Board must approve the local school district objectives, assessment systems, plans for improvement, and public reporting procedures.

The intent of these requirements is to put into place a system which will assure, to the maximum extent possible, that elementary and secondary school students learn what the state and local communities regard as important.

Purpose of this Publication

During the next several years, beginning in 1987, school districts will be required to submit their objectives for student learning to the State Board of Education. These objectives must meet or exceed the State Goals for Learning and must also identify local goals for excellence in education. The purpose of this publication is to provide assistance to local school districts in fulfilling these requirements.

This document is part of a series of six publications, one for each of the primary learning areas stated in the law. It identifies State Goals for Learning in a specific learning area* and a sample set of district-level learning objectives which are in our view consistent with those Goals. School districts have the option to adopt or adapt these objectives for local use or to develop a completely different set which is consistent with State Goals and is based on their view of local needs and conditions.

State Goals for Learning vs. District-Level Learning Objectives

The legislation adopted in the summer of 1985 required the State Board of Education to adopt State Goals for Learning in each of the six primary areas identified in law: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. With the assistance of a committee chaired by Dr. John Corbally and representatives of education, business and the general public, the State Board completed this task in October 1985.

The State Goals for Learning are broadly stated, relatively timeless expressions of what the State of Illinois wants and expects its students to know and be able to do as a consequence of their elementary and secondary schooling. They are terminal goals--that is, they identify what students are expected to know by the time they complete their elementary and secondary

* State Goals for Learning in all six learning areas are found in Appendix A.

education. The state's interest is focused less on when or how the desired knowledge and skills are acquired than on the ultimate results of local efforts. Therefore, each local school district will be given the maximum flexibility allowed by law for deciding when and how they wish to approach the teaching of various skills and understandings.

The State Goals for Learning should not be confused with graduation requirements; they are statements of the expectations which are held for all Illinois students. Some students will far exceed them. Others may not achieve them initially, but that reality should not lessen the expectations or the efforts expended on improving their performance. Local schools will be expected to adjust programs and allocate resources in a manner which is consistent with achievement of the desired level of student learning.

Local school districts are required to develop, and submit for approval by the State Board of Education, local learning objectives which meet or exceed the State Goals for Learning. These district-level objectives will identify the learning outcomes expected for students in their schools and are, in effect, the district goals for learning.

Like the State Goals for Learning, district-level objectives are intended to represent terminal goals for elementary and secondary schooling. This means that the process of developing district-level objectives should begin with the identification of objectives which define the learnings expected of students by the time they complete schooling. These then become the framework within which a school district identifies the progression of learning for its students.

It should be emphasized that because the State Goals for Learning represent end-point expectations, it will be necessary for elementary and secondary schools to be in close communication during the development of local district objectives.

Sample Learning Objectives

The sample set of district-level learning objectives presented in this publication was developed as a means of providing assistance to districts in the development of their own objectives.

The State Goals for Learning were deliberately stated in broad, general terms so that districts would have a large degree of latitude in developing instructional strategies and having their objectives reflect such local considerations. These sample district-level objectives provide one of the many possible sets of objectives which are consistent with the State Goals for Learning. Districts could choose to adopt these sample objectives as their own, although we would assume that none would do so without due consideration of local conditions and needs and an appropriate process of thoughtful review. Districts could also adapt these sample objectives to correspond to their own views. The approach we suggest is for school districts to use this sample set of learning objectives as a guide to assist them in their efforts to develop local district learning objectives.

This sample set of district-level learning objectives was developed with the assistance of an expanded version of the committee which helped to develop the State Goals for Learning and a technical writing committee. A draft document was provided to school districts in the spring of 1986, and after an intensive period of review and analysis, revisions were made. This final version represents the perceptions and comments of many thousands of Illinois citizens and educators.

The sample learning objectives for grades 3, 6, 8, 10 and 12 describe learnings which are in our view consistent with the State Goals for Learning. Although these sample objectives identify specific expectations, district objectives for grades 3, 6, 8, and 10 do not necessarily have to correspond. State Board approval of local objectives will be based on compatibility with the State Goals for Learning, not these sample objectives.

Some additional comments about what these sample district-level learning objectives are, and are not, intended to do.

1. They are not intended to specify instructional delivery systems. Although the objectives are listed in fundamental learning areas closely related to traditional course offerings or specific areas of the curriculum, it should be emphasized that the learnings can appropriately occur in a number of places in the curriculum. The focus is on student learning, not course offerings. Naturally, a student must have opportunities to learn the knowledge indicated or the skill specified in the objectives, but such activities do not of necessity have to occur within the learning area in which it is listed.

2. The number of sample learning objectives shown for a particular learning area is not intended to suggest the relative amount of instructional time which should be given to that area. Time allocations will vary for a variety of reasons totally unconnected to the length of a list of objectives.

3. The sample learning objectives identify behavior or knowledge in more general terms than those expected to be used in local district instructional objectives. The establishment of definitions at that more specific level is left to local discretion.

4. The sample objectives are intended to reflect a progression of learning which is consistent with learning theory and human development. Wherever possible, the sample objectives present a range of cognitive levels within a grade level. Learning sequences generally emphasize higher cognitive levels as grade levels increase from grade 3 to grade 12. However, some learning objectives remain the same from grade to grade--that is, objectives do not present a cognitive sequence that increases in difficulty across grade levels. Rather, these objectives imply an increase in the complexity and sophistication of learning materials and other stimuli appropriate to the developmental stage of the student.

5. The samples presented in this document do not cover all possible cognitive levels and learning sequences necessary for effective teaching and instruction. However, the samples are intended to present a broad picture of the knowledge and skills which meet the State Goals for Learning, without specifying the instructional activities necessary to achieve these learnings.

6. The sample learning objectives are not intended to reflect measures of student achievement or to prescribe instructional methods. Local curricular and instructional designs, course offerings, textbooks and materials, and other adjuncts to teaching and learning are determined locally. This Learning Outcome/Assessment program will not change that practice.

7. Although the State Goals for Learning and the sample learning objectives are identified within a specific area of learning, it is hoped that as local school districts develop their own objectives, they will consider the need to assure that students integrate knowledge and understand the interrelationships of the learning areas.

8. Although each district's objectives will serve as the basis for its district-level assessment program, these sample learning objectives are not the framework or basis for state assessment items. State assessment will be based on the more general areas defined in the State Goals for Learning.

Publication Format

In this publication, all of the State Learning Goals for this fundamental area of learning are listed in Section II. In Section III, the State Goals are listed with the general knowledge and skills which are related to each goal.

Section IV contains the sample learning objectives related to each Goal and keyed to the general knowledge and skills areas. The capital letter before each objective refers to the general knowledge and skills area. The objectives are numbered consecutively by each area. For example, sample learning objective D2 relates to the general knowledge and skills statement D and is the second sample objective listed for this grade level in this area. In this way, districts can reconstruct the progression used in developing the sample learning objectives. Each grade designation of sample learning objectives begins on a separate page so that all of the sample learning objectives for a particular level can be aggregrated.

Included in the Appendix are the State Goals for Learning for all of the six fundamental areas of learning and answers to some of the most frequently asked questions about this program.

Fine Arts

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FINE ARTS

In addition to their purpose as guides for schools in writing learning objectives and meeting a legislative requirement, the State Goals for Learning in fine arts present an organized system to achieve the Illinois State Board of Education's Goal Statement for the Arts adopted February 10, 1980: "The arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education." The arts are an essential component in a balanced education. Study of the arts not only expands the student's appreciation for and creativity in the arts but also develops creative thinking skills and offers unique interpretations of history and culture. Educators have a responsibility to create or continue efforts which make the arts accessible to every student.

While the traditional role of performance/production-centered arts education must remain strong, the fine arts State Goals for Learning require that Illinois students study the arts in historical and cultural perspectives, as well as understand the basic elements, tools, processes, techniques and uniqueness of each of the arts. The approach for learning in the arts as outlined in the sample learning objectives depends on a balance of the two modes of teaching and learning--perceptual and creative. To unify these two modes, school districts will develop learning strategies in the six components of a comprehensive arts education program: Generalized, Traditional, Specialized, Extended, Integrated, Interrelated (Illinois Plan for the Arts in General Education. Fiscal Years 1984-1988. Springfield, Illinois: State Board of Education).

The Illinois State Goals for Learning and sample learning objectives in fine arts follow a direction espoused in recent national education studies and reports. These reports encourage educators to provide opportunities at all grade levels for students to perceive and interpret the culture through the arts. With both a national focus and relevance specific to Illinois, the sample learning objectives in fine arts promote fully integrated, high-quality arts in general education programs for the schools.

FINE ARTS

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

State Goals for Learning

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;
- identify processes and tools required to produce visual art, music, drama and dance;
- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;
- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;
- describe the unique characteristics of each of the arts.

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical and expressive qualities of each of the arts.

The concepts and vocabularies of the arts offer a foundation for student learning. Students should have a systematic structure for describing, analyzing and interpreting works of art and their aesthetic properties. This Goal for Learning provides a conceptual framework for the arts based on four categories.

Sensory Elements -- qualities of art work perceived through the senses.

Formal Elements -- structure and organization of the art work.

Technical Elements -- skill, quality of execution, techniques and materials used in the art work.

Expressive Elements -- mood, emotional qualities, character states and energy qualities of the art work.

Although this model relates to visual art, music, drama and dance, each art form also has a specific vocabulary to describe particular properties.

Students should be able to examine individual elements in an art form, as well as recognize how they interrelate. For example, students can discuss how the sensory, formal and technical elements create a certain mood in a work of art.

The ability to use the concepts and vocabularies of the arts in discussion must be balanced by the opportunity to explore these elements in creating works of art. Only by relating what is perceived in the arts to what is created will students have a complete fine arts education.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 1

The following knowledge and skills are related to this State Goal for Learning:

Visual Art

A How sensory elements of color, line, shape, texture and space interact in selected visual images.

B How the formal elements of balance, rhythm, contrast, unity and variety are used in selected visual images.

C How the technical elements of skills, materials and techniques are used in selected visual images.

D How the expressive qualities of mood, emotion, ideas and values are conveyed in visual images.

E How the sensory, formal and technical qualities of visual art interrelate to produce its expressive quality.

Music

F How the sensory elements of tone color, pitch, dynamics, texture, rhythm and tempo interact in music.

G How the formal elements of repetition and contrast are used in music.

H How the technical elements of skill, technique and sound production affect music.

I How the expressive qualities of mood, emotion, ideas and values are conveyed through music.

J How the sensory, formal and technical qualities of music interrelate to produce its expressive quality.

Dance

K How sensory elements of body line, shape, space, time and energy interact in dance.

L How the formal elements of balance, rhythm, repetition and contrast are used in dance.

M How the technical elements of skill, technique, materials and method of presentation are used in dance.

N How the expressive qualities of mood, emotion, ideas and values are conveyed through dance.

O How the sensory, formal and technical qualities of dance interrelate to produce its expressive quality.

Drama

P How sensory elements of visual color, vocal quality, body/facial line and shape, texture and space interact in drama.

Q How the formal elements of plot, characterization, theme and conflict are used in drama.

R How the technical elements of skills, technique, materials and methods of presentation are used in drama.

S How the expressive qualities of mood, emotions, ideas and values are conveyed through drama.

T How the sensory, formal, and technical qualities of drama interrelate to produce its expressive quality.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama and dance.

Students must recognize how the arts are produced. Studying processes and tools can be part of participating in the art form, as well as a way of aiding students in understanding the expressiveness of the work of art.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 2

The following knowledge and skills are related to this State Goal for Learning:

Visual Art

A Processes used to create various types of visual art (drawing, painting, graphics, sculpture, photography, crafts, architecture, computer art and film).

B How specific tools are used to create various types of visual art.

Music

C Processes used to create solo, ensemble, choral, instrumental and electronic music.

D How sound sources affect the creation of music.

Dance

E Methods (practical and aesthetic considerations) used to create solo and ensemble dance composition and performance.

F How tools (body, ideas, sound sources, props) are used to create dance.

Drama

G Methods used to create solo and ensemble dramatic performances.

H How vocal and body expression, performance area, and technical elements of lighting, set, costuming and properties are used to create drama.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

When students have the opportunity to use tools and processes to create/perform in the arts, they add to their understanding of artistic concepts. This basic artistic production and performance should be at an appropriate developmental level.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 3

The following knowledge and skills are related to this State Goal for Learning:

Visual Art

A Use of sensory elements to create balance, unity and variety in a visual image.

B Use of the elements of visual art to present an idea or feeling in visual images.

C Use of appropriate skills, tools, and materials to present ideas and feelings through drawing, painting, printmaking, sculpture and crafts.

Music

D Translation of written symbols of music.

E Musical performance techniques that present an idea or feeling.

F Use of traditional or nontraditional musical notation.

G Vocal or instrumental improvisational techniques.

Dance

H Use of the body as an instrument to perform or create a dance.

I Demonstration of an idea or feeling through dance.

J Use of the elements of dance while performing or designing a movement sequence.

Drama

K Use of voice and body to create characters and communicate an idea or feeling.

L Use of performance space to develop dramatic conflict and to reveal character relationships.

M Use of technical elements of theatre to support communication of a dramatic idea.

N Use of improvisation techniques in a dramatic structure.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.

Students should recognize the universality of artistic expression through a knowledge of major works of arts in the context of artistic and historical periods. Students should also recognize the role of specific artists and performers as well as the collective contributions of individual Western and non-Western cultures and societies.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 4

The following knowledge and skills are related to this State Goal for Learning:

A Changes in visual art, music, dance and drama through the ages and their classifications by artistic periods.

B Underlying causes of changes in the arts.

C Influences of visual art, music, dance and drama on societies, civilizations and cultures throughout history.

D Ways in which arts reflect various Western and non-Western cultures, societies and civilizations.

E How the arts express universal themes.

F Significant works of art in each art form and their relationships to historical periods and cultures.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to describe the unique characteristics of each of the arts.

Students should recognize the similarities, differences and interrelationships among the arts. Visual art, music, dance and drama all express ideas, meanings, feelings and values and tell the story of culture and civilization. Yet, each has its own vocabulary and symbols. While each of the arts is unique, relationships may also be determined between and among the arts. For example, students can become aware of the role of music in drama, film and dance, or the use of visual art to costume a dancer or create the scenery for a play.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 5

The following knowledge and skills are related to this State Goal for Learning:

A The nature and distinguishing characteristics of each of the arts.

FINE ARTS
GRADE 3

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical and expressive qualities of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

Visual Art

By the end of GRADE 3, students, given a selected visual image, should be able to:

A1. Identify primary and secondary colors.

A2. Recognize expressive and physical characteristics of color.

A3. Identify simple movement and direction of line.

A4. Recognize expressive characteristics of line.

A5. Identify geometric, irregular, and natural shapes.

A6. Recognize the qualities of texture.

B1. Identify formal, informal and radial balance.

B2. Identify rhythm.

B3. Identify similarities/differences in size, shape, color, tone.

B4. Identify opposites.

B5. Discriminate between figure and ground.

C1. Understand how choices of colors combine with other elements in that image.

C2. Understand how choices of materials and media combine with other elements in that image.

C3. Understand how choices of technique and tools combine with other elements in that image.

D1. Relate the mood.

D2. Understand the emotions communicated through facial expressions and actions.

D3. Identify possible meanings of the image.

D4. Understand how media choice conveys atmosphere.

E1. Relate personal preference for a work of art in terms of the sensory, formal and technical qualities.

E2. Understand ways the sensory, formal and technical qualities perceived in an art work interact to express ideas.

Music

By the end of GRADE 3, students should be able to:

F1. Contrast sensory elements using opposite terms.

F2. Identify sensory elements in recorded or performed music.

G1. Identify contrast and repetition in recorded or performed music.

H1. Understand what causes pitches to change.

I1. Analyze specific expressive elements perceived in a musical piece with words, visual images, or stories.

J1. Relate personal preference for music in terms of the sensory, formal and technical qualities.

J2. Understand ways the sensory, formal and technical qualities perceived in music interact to express ideas.

Dance

By the end of GRADE 3, students should be able to:

K1. Recognize changes in body shape, space and time in a movement sequence.

L1. Identify matching or nonmatching body parts while watching a movement sequence.

L2. Identify changes in simple rhythmic patterns in a movement sequence.

M1. Understand action words which express ideas in selected movements such as explode or collapse.

N1. Understand the story depicted in a selected dance.

O1. Relate personal preference for a dance in terms of the sensory, formal and technical qualities.

O2. Understand the ways the sensory, formal and technical qualities perceived in a dance interact to express ideas.

Drama

By the end of GRADE 3, students should be able to:

P1. Understand how changes in posture, walk and vocal quality affect characterization.

P2. Understand how the use of space affects characterization.

Q1. Identify beginning, middle and end of a given plot.

R1. Recognize how such technical elements as lighting, scenery and costumes contribute to the overall effect of a performance.

S1. Contrast the moods of one of the characters in two moments of a story.

T1. Relate personal preferences for a dramatic selection in terms of the sensory, formal and technical qualities.

T2. Understand the ways the sensory, formal and technical qualities perceived in a dramatic selection interact to express ideas.

FINE ARTS
GRADE 6

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical and expressive qualities of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

Visual Art

By the end of GRADE 6, students, given a selected visual image, should be able to:

A1. Identify intermediate, complementary and neutral colors.

A2. Identify characteristics of color.

A3. Understand the quality of line appropriate to an expressive statement.

A4. Identify positive, negative, two- and three-dimensional shapes.

A5. Identify the concepts of near and far and simple perspective.

B1. Identify opposites used in discrimination such as dull/bright, subtle/bold.

B2. Identify unity in the organized placement of line, color, texture and shape.

C1. Identify the principles of organization.

D1. Understand how the artist uses contrasts to communicate.

E1. Relate personal preference for a work of art in terms of the sensory, formal and technical qualities.

E2. Understand the ways the sensory, formal and technical qualities perceived in an art work interact to express ideas.

Music

By the end of GRADE 6, students should be able to:

F1. Understand the effects of the interaction of sensory elements in recorded examples.

G1. Identify simple musical forms from a score or recorded example.

H1. Understand different methods of sound production.

I1. Analyze the expressive elements in given musical selections.

J1. Understand ways the sensory, formal and technical qualities perceived in a musical selection interact to express ideas.

J2. Relate personal prefence for music in terms of the sensory, formal and technical qualities.

Dance

By the end of GRADE 6, students should be able to:

K1. Identify the sensory elements in a movement sequence.

L1. Identify symmetry in body movement.

L2. Identify rhythm in movement.

L3. Identify contrast and repetition in movement.

N1. Relate daily life experiences to actions used in a variety of dance studies.

N2. Interpret ideas and values presented in a dance.

O1. Understand ways the sensory, formal and technical qualities perceived in a dance interact to express ideas.

O2. Relate personal preferences for a dance in terms of the sensory, formal and technical qualities.

Drama

By the end of GRADE 6, students should be able to:

P1. Understand what voice, posture, walk and movement tell about a character.

P2. Understand the effects of color in costume and set on the interpretation of a character.

Q1. Identify the development of dramatic structure throughout a story.

Q2. Contrast the similarities and differences between comic and tragic points of view of a theme, character, conflict or plot.

R1. Distinguish between a work with a narration and one without a narration.

S1. Understand how changes in the mood of a scene affect changes in a character.

S2. Understand the relationships among ideas, point of view and mood in a given performance.

T1. Relate personal preference for a dramatic selection in terms of sensory, formal and technical qualities.

T2. Understand ways the sensory, formal and technical qualities perceived in a dramatic selection interact to express ideas.

FINE ARTS
GRADE 8

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical and expressive qualities of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

Visual Art

By the end of GRADE 8, students, given a selected visual image, should be able to:

A1. Understand how color is used to create the illusion of space, movement and mood.

A2. Understand how specific effects are achieved through placement and choice of shapes.

A3. Recognize texture in decorative and functional objects.

B1. Recognize visual and physical balance.

B2. Understand how visual rhythm and visual movement are achieved by repetition and gradation.

B3. Understand the use of variety in lines, colors, shapes and textures.

B4. Understand how regular and irregular patterns form visual rhythm.

C1. Identify the materials, tools, and processes used to produce that image.

C2. Understand how an artist's skill with materials and techniques affected the image.

D1. Analyze how imagination (memory, fantasy and distortion) is reflected in that image.

D2. Analyze how the artist uses color to communicate.

E1. Relate personal preferences for a work of art in terms of the sensory, formal and technical qualities.

E2. Understand ways the sensory, formal and technical qualities perceived in an art work interact to express ideas.

Music

By the end of GRADE 8, students should be able to:

F1. Use appropriate music terminology for sensory elements of music.

G1. Identify musical forms from various periods and styles in recorded examples.

G2. Recognize ways that a theme is varied in a recorded example.

H1. Understand how a musician's skill affects a specified performed work.

I1. Know how program music tells a story.

J1. Relate personal preference for music in terms of the sensory, formal and technical qualities.

J2. Understand ways the sensory, formal and technical qualities perceived in music interact to express ideas.

Dance

By the end of GRADE 8, students should be able to:

K1. Identify all sensory elements of a dance performance.

L1. Identify the formal elements in a dance performance.

M1. Know the value of the technical elements to a performed dance.

M2. Know how special settings and costumes enhance a specified dance study.

N1. Analyze the thoughts and mental images evoked by a dance performance.

N2. Identify the expressive elements in a dance performance.

O1. Relate personal preference for a dance in terms of the sensory, formal and technical qualities.

O2. Understand ways the sensory, formal and technical qualities perceived in a dance interact to express ideas.

Drama

By the end of GRADE 8, students should be able to:

P1. Understand the effects of an actor's vocal pitch, volume and tone on the interpretation of a character.

Q1. Analyze complications leading to the climax in a specified work.

Q2. Analyze changes in the emotional range of a character in a given performance.

R1. Contrast the similarities and differences in the design of two simple sets.

S1. Analyze changes in the emotional range of a character in a given performance.

T1. Relate personal preference for a dramatic work in terms of the sensory, formal and technical qualities.

T2. Understand ways the sensory, formal and technical qualities perceived in a dramatic work interact to express ideas.

FINE ARTS
GRADE 10

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical and expressive qualities of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

Visual Art

By the end of GRADE 10, students, given a selected visual image, should be able to:

A1. Understand the relationships of mass and volume in a space.

A2. Identify technical qualities of color.

A3. Identify distortion, abstraction, spatial illusion, linear and aerial perspective, and multiple views.

B1. Distinguish between dominant and subordinate uses of elements.

B2. Understand how structural principles (emphasis, proportion) contribute to the unity of that image.

C1. Analyze the different approaches used by major artists to portray the same subject or theme.

D1. Analyze how the image expresses ideas evolving from the artist's life experiences, personal and social values.

D2. Identify the subject matter and theme.

E1. Relate personal preferences for a work of art in terms of the sensory, formal and technical qualities.

E2. Understand ways the sensory, formal and technical qualities perceived in an art work interact to express ideas.

Music

By the end of GRADE 10, students should be able to:

F1. Know the function of sensory elements in specific musical literature.

F2. Identify one element which dominates a specified musical composition.

G1. Identify tension and release created by repetition and contrast in a recorded example.

G2. Identify large musical forms and their components.

H1. Analyze differences in different performances of the same composition.

H2. Recognize vocal or instrumental techniques used to produce specific effects in a recorded composition.

I1. Identify musical characteristics that create the expressive qualities of selected absolute (non-program) music.

J1. Relate personal preferences for musical selections in terms of the sensory, formal and technical qualities.

J2. Understand how the sensory, formal and technical qualities perceived in music interact to present ideas.

Dance

By the end of GRADE 10, students should be able to:

K1. Understand how the sensory elements are used in a dance performance.

L1. Know the formal elements of a dance.

M1. Identify the various forms of dance techniques in a performance.

M2. Know the technical production requirements of a dance performance.

N1. Know the elements used to express universal emotions and experiences in a dance.

O1. Understand ways the sensory, formal and technical qualities perceived in a dance interact to express ideas.

O2. Relate personal preferences for dance selections in terms of the sensory, formal and technical qualities.

Drama

By the end of GRADE 10, students should be able to:

P1. Recognize the sensory elements used to portray a character in a performance.

Q1. Identify the plot (as opposed to the story), theme, and conflict in a play.

Q2. Contrast the use of formal elements in episodic plays and climatic plays.

R1. Know how to design scenery, costumes, and properties appropriate for differing types of drama.

R2. Know the adaptations needed in a scene using proscenium seating, thrust seating, and arena seating.

S1. Analyze the mood in successive scenes of a play.

S2. Understand how an actor expresses a character's emotional qualities in a given play.

T1. Relate personal reactions to a dramatic production in terms of the sensory, formal and technical qualities of the production.

T2. Understand the ways the sensory, formal, and technical qualities perceived in a dramatic piece interact to produce ideas.

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the principal sensory, formal, technical and expressive qualities of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

Visual Art

By the end of GRADE 12, students, given a selected visual image, should be able to:

A1. Analyze how color, line, shape, texture and space interact in that image.

B1. Analyze how balance, rhythm, contrast, unity and variety are used in that image.

C1. Understand how skills, materials and techniques were used to produce that image.

D1. Understand how the mood, emotion, idea or value is expressed in that image.

E1. Relate personal preferences for a work of art in terms of the sensory, formal and technical qualities.

E2. Understand the ways the sensory, formal and technical qualities perceived in an art work interact to express ideas.

Music

By the end of GRADE 12, students should be able to:

F1. Analyze how tone color, pitch dynamics, texture, rhythm and tempo interact in a specified musical composition.

G1. Analyze how repetition and contrast are used to create form in a specified musical composition.

H1. Understand how skill, technique and sound production affect a musical performance.

I1. Understand how a mood, emotion, idea or value is expressed in a specified musical composition.

J1. Relate personal preference for music in terms of the sensory, formal and technical qualities.

J2. Understand ways the sensory, formal and technical qualities perceived in music interact to express ideas.

Dance

By the end of GRADE 12, students should be able to:

K1. Analyze how body line, shape, space, time and energy interact in a dance.

L1. Analyze how balance, rhythm, repetition and contrast are used in a dance.

M1. Understand how skill, technique, materials and method of presentation affect a dance.

N1. Understand how a mood, emotion, idea or value is expressed in a dance.

O1. Relate personal preference for a dance in terms of sensory, formal and technical qualities.

O2. Understand the ways sensory, formal and technical qualities perceived in a dance interact to express ideas.

Drama

By the end of GRADE 12, students should be able to:

P1. Analyze how visual color, vocal quality, body/facial line and shape, texture and space interact in a specified dramatic selection.

Q1. Analyze how plot, characterization, theme and conflict are used in a specified dramatic piece.

R1. Understand how skills, technique, materials and methods of presentation affect a dramatic selection.

S1. Understand how a mood, emotion, idea or value is conveyed in a dramatic selection.

T1. Relate personal preference for a dramatic selection in terms of the sensory, formal and technical qualities.

T2. Understand the ways the sensory, formal and technical qualities perceived in a dramatic selection interact to express ideas.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 3, students should be able to:

Visual Art

A1. Identify or demonstrate simple printing processes.

A2. Identify or demonstrate paper construction processes such as curling, slotting or folding.

A3. Identify or demonstrate the process of printing on light-sensitive paper.

B1. Identify or use basic drawing and painting tools.

B2. Know or demonstrate how to work with a variety of tools.

B3. Identify or use sculpting materials.

B4. Identify or use common objects for printmaking.

B5. Identify or use weaving and stitchery materials.

B6. Identify or use materials as simple looms.

B7. Identify found objects which can be used for jewelry.

B8. Know or demonstrate how a simple camera works.

Music

C1. Know the differences between folk music and composed music.

C2. Know or demonstrate the function of a conductor.

D1. Know or demonstrate methods of tone production for instrument families.

D2. Identify band and orchestra instruments visually.

Dance

E1. Recognize or demonstrate the beginning, middle and end of a dance piece.

E2. Identify or demonstrate repetition and contrast in a dance piece.

F1. Identify the tools of dance used to enhance movement studies.

Drama

G1. Contrast the skills needed for a solo pantomime and a group pantomime.

G2. Know the steps used to create a scene from a story.

H1. Understand how the color and design of a costume piece can communicate important information about a character.

H2. Recognize how simple properties can help define characterization and setting.

FINE ARTS
GRADE 6

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 6, students should be able to:

Visual Art

A1. Distinguish among or demonstrate drawing techniques such as varied line, texture, crosshatching, shading.

A2. Understand or demonstrate how detail is used to create illusion of depth in a selected work.

A3. Understand or demonstrate the difference between one-color and multiple-color printing.

A4. Identify or use hand-building methods of working with clay.

A5. Identify or use simple casting methods.

A6. Identify or demonstrate ink wash techniques.

B1. Understand or demonstrate how to clean/care for basic art tools and materials.

B2. Understand or demonstrate how to use basic art tools and materials safely.

B3. Understand or demonstrate how to use pencil, watercolors, and mixed media.

B4. Know or demonstrate the function of found materials, brayers, relief blocks and stencils in producing multiple-color printing.

Music

C1. Know the effect of practicing on performance skill.

C2. Know or demonstrate how to care for personal and classroom instruments.

D1. Know component parts of ensembles.

D2. Recognize the instrument or performing group heard on a recorded example.

Dance

E1. Understand or demonstrate the function of contrast in a given dance composition.

E2. Recognize or demonstrate repetition in a given dance composition.

F1. Recognize or demonstrate how objects or stimuli can furnish material directly translatable into dance.

Drama

G1. Know or demonstrate the basic steps and skills needed to create and play a scene.

G2. Know or demonstrate the steps needed to create a story dramatization.

H1. Understand how such elements as space, color, and texture in a set design influence characterization.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 8, students should be able to:

Visual Art

A1. Understand or demonstrate the principles of linear and aerial perspective.

A2. Recognize or demonstrate drawing techniques related to the use of value.

A3. Know or demonstrate how contour and gesture are used in drawing.

A4. Understand or demonstrate modular construction.

A5. Understand or demonstrate how slides are made.

B1. Understand or demonstrate how a computer is used to produce original visual images.

B2. Know the types of wood and stone which may be used for sculpture.

B3. Understand or demonstrate how an armature is used in sculpture.

B4. Understand or demonstrate how acetate or glass plates are used for photogram prints.

Music

C1. Know the differences between improvised music and music performed from a score.

C2. Understand the notation and thought processes utilized by a composer.

D1. Identify electronic instruments and their uses.

D2. Understand how electronics manipulate the sounds of traditional instruments and the human voice.

Dance

E1. Recognize or demonstrate dance compositions using duet, trio, quartet, or large-group relationships.

E2. Recognize or demonstrate dance compositions which incorporate AB, canon, or rondo form.

E3. Understand the movement performed by self and others.

F1. Relate personal impressions of how the tools of dance are used in a variety of dance productions.

Drama

G1. Identify some steps an actor might use to create a characterization.

G2. Know the major steps in mounting a production for an audience.

H1. Understand how such visual aspects as set, costumes, and props reinforce the conflict and the theme of a specified work.

FINE ARTS
GRADE 10

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 10, students should be able to:

Visual Art

A1. Understand or demonstrate advertising techniques.

A2. Know or demonstrate acrylic or oil painting techniques.

A3. Understand or demonstrate lithographic, intaglio and advanced silkscreening processes.

A4. Understand or demonstrate the subtractive sculpture techniques.

A5. Know or demonstrate film developing and processing.

B1. Understand or demonstrate how to form metal and plastics into sculpture.

B2. Identify or use drafting tools necessary for architectural drawing.

B3. Identify or use photographic equipment necessary for videotaping.

B4. Understand or demonstrate the operation of a loom.

B5. Distinguish among various types of film.

B6. Understand or demonstrate the operation of a complex camera such as a 35mm.

Music

C1. Know or demonstrate the skills needed to play or compose electronic music.

C2. Understand or demonstrate efficient rehearsal routines and techniques for ensemble playing or singing.

D1. Understand the physical properties of sound.

D2. Understand the difference between electronically produced sound and sound production in non-electronic instruments.

Dance

E1. Understand or use dance techniques in a dance composition.

E2. Recognize the steps a choreographer uses to create a dance.

E3. Understand the factors influencing the relationship between a dance movement and a sound source.

E4. Understand or use principles of form in dance compositions.

F1. Identify or use various forms of stimuli which are appropriate tools for dance.

Drama

G1. Analyze the purpose of each stage of the rehearsal process.

H1. Analyze how such visual aspects as set, costumes, and props of a play or television show reinforce the character's internal feelings and beliefs.

H2. Understand how costumes affect a character.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to identify processes and tools required to produce visual art, music, drama and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 12, students should be able to:

Visual Art

A1. Understand or demonstrate processes used to create various visual art forms.

B1. Identify or use tools to create various visual art forms.

Music

C1. Understand or demonstrate processes used to create solo, ensemble, choral, instrumental and electronic music.

D1. Identify or demonstrate sound sources which create music.

Dance

E1. Understand or demonstrate methods used to create dance composition and performances.

F1. Understand or demonstrate how the body, sound sources, props and ideas are used to create a dance.

Drama

G1. Understand or demonstrate methods used to develop a dramatic performance.

H1. Understand or demonstrate how body expression, performance area, and technical elements are used to create a dramatic piece.

FINE ARTS
GRADE 3

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 3, students should be able to:

Visual Art

A1. Use balance in two- and three-dimensional visual images.

B1. Use colors to express specified emotions.

B2. Create a composition that expresses an idea with shapes.

C1. Create a line drawing with large drawing instruments.

C2. Create a monochromatic drawing with a single medium.

C3. Create a painting with finger paints.

C4. Create a painting with large brushes and water-based paint.

C5. Create a piece using a simple printing technique.

C6. Construct a three-dimensional form with three-dimensional materials.

C7. Create a clay form.

C8. Construct a work using materials from various sources such as found objects, household objects or fabric.

Music

D1. Sing or play skips, steps, or repeated notes on a staff.

D2. Sing or play such rhythmic notation as half notes, quarter notes, quarter rests, eighth notes, triplets and rests.

D3. Play melodies on simple instruments while reading a score.

D4. Translate nontraditional symbols into sound.

E1. Play or sing at dynamic levels appropriate to the expressive character of the piece.

E2. Match pitches.

E3. Maintain steady beat in a variety of tempos.

F1. Write dictated rhythm or pitch patterns using traditional or nontraditional symbols.

G1. Create vocal, environmental, and instrumental sound effects for movement, speech and songs.

G2. Create melodic, rhythmic, and harmonic ideas using a variety of pitch sets.

Dance

H1. Perform locomotor and nonlocomotor movements which involve use of the total body.

H2. Produce dance movements emphasizing body parts.

H3. Perform simple step patterns common to ethnic and folk dances.

H4. Produce a movement response to words, voice tone, and sound sources.

H5. Produce short movement phrases by performing activities in sequence.

I1. Produce movement which responds to descriptive action words.

I2. Use body movements to communicate several different feelings.

I3. Communicate a message through movement using props.

I4. Move to fit the expressive character of a sound source.

I5. Create a dramatic character through movement.

J1. Change pathways, directions and levels in movement sequences.

J2. Use time and force to show contrast in dance.

J3. Create movement phrases and sequences accompanied by original rhythms.

Drama

K1. Demonstrate a familiarity with such drama skills as expressive speech, pantomime, playmaking, and movement.

K2. Demonstrate such skills as observation, concentration and relaxation in dramatic activities.

L1. Use imagined space to build intensity in conflict.

M1. Create a character from verbal stimulus, a simple costume piece and/or a prop.

N1. Improvise the resolution of a major conflict between characters in a story or a real-life situation.

N2. Improvise a solution to a given problem that two or more characters might have.

FINE ARTS
GRADE 6

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 6, students should be able to:

Visual Art

A1. Organize line, shape, color, and texture in a visual image to show unity.

B1. Use specific lines to create a specified effect such as hard, soft, bold, gentle.

B2. Create high/low intensity through color.

C1. Create a drawing with changing values and hues using soft drawing media.

C2. Draw a piece with varied uses of the drawing media.

C3. Create a painting using varied watercolor techniques.

C4. Create a print using one of several techniques.

C5. Carve and form a figure with a specified material.

C6. Create a piece using fabric.

Music

D1. Identify pitches by letter name in bass and treble clef.

D2. Sing or play at sight music that contains stepwise motion and simple rhythm patterns.

D3. Interpret symbols used to indicate musical directions.

D4. Interpret traditional and nontraditional scores in performances.

E1. Demonstrate proper tone production with voice or instrument.

E2. Sing or play parts independently in a choral or instrumental group.

E3. Respond appropriately to conductor's cues when singing or playing.

E4. Demonstrate correct posture and breathing techniques for instrumental or choral performance.

E5. Maintain a steady beat in double or triple meter with appropriate accents.

F1. Create a sound score.

F2. Write simple accompaniment or ostinato patterns for melodies.

G1. Create rhythmic ostinato accompaniments to familiar songs.

Dance

H1. Demonstrate the 5 basic jumps, locomotor, and nonlocomotor movements.

H2. Create arm and leg gestures in space.

H3. Perform ethnic, folk and square dances.

H4. Create and perform a simple dance composition.

I1. Create dances which reflect everyday life situations.

I2. Create a dance which reflects tension in a musical example.

I3. Create a movement study based on visual stimuli.

I4. Use appropriate body parts to convey a message in a dance study.

I5. Create a dance based on a theme.

J1. Demonstrate the use of space in movement.

J2. Perform a movement demonstrating the qualities of weight and time.

J3. Perform a movement phrase demonstrating rhythms and accents.

J4. Perform a movement with one or more persons demonstrating dance relationships.

Drama

K1. Use such skills as expressive speech, pantomime, playmaking and movement.

K2. Use such skills as observation, concentration and relaxation in dramatic activities.

L1. Create an imagined environment and adjust to changes developed by new characters and/or situations.

M1. Create characters based on a verbal stimulus, costume piece, and/or prop.

N1. Improvise a new resolution (or reverse the resolution) of a major conflict between characters in a story or real-life situation.

N2. Improvise a solution to a complex problem involving two or more characters.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 8, students should be able to:

Visual Art

A1. Use a variety of lines, colors, and shapes to create visual images.

B1. Use a variety of textures to express specified ideas or feelings.

B2. Select appropriate color schemes to express specified ideas or feelings.

C1. Create a painting using varied watercolor techniques.

C2. Create prints on various surfaces and materials.

C3. Create three-dimensional forms with easily formed two-dimensional materials.

C4. Create a metal piece using basic metal-forming techniques.

C5. Use a grid to enlarge a visual image.

Music

D1. Perform simple accompaniment on keyboard or folk instruments using chord symbols or names.

D2. Play or sing a musical example incorporating expressive markings such as allegro and crescendo.

D3. Interpret musical directions such as D.S. al fine and repeat signs while playing or singing.

D4. Play or sing simple melodies at sight.

E1. Tune classroom, band or orchestra instruments independently.

E2. Sing or play on chosen instruments simple melodies by ear.

E3. Demonstrate traditional and/or nontraditional conducting techniques.

F1. Write simple melodies with traditional notations.

F2. Create new notation systems.

G1. Create vocal or instrumental descants, harmony, or simple ostinato accompaniments to familiar songs.

Dance

H1. Create variations of movement while retaining a body shape.

H2. Perform partner and group contemporary and social dances.

H3. Compose dance studies which arise from dramatic moves or movement conversations with others.

H4. Create dance movement based on the elements of rhythm.

I1. Choreograph a short study using a movement which communicates a change in mood or message.

I2. Develop abstract dances to suitable contemporary music.

I3. Use movement to reflect the changes in mood or feeling in a musical composition.

I4. Create a dance which tells an original story.

J1. Use the elements of space in dance studies.

J2. Perform a dance study using effort transitions.

J3. Perform a dance study using simple meter, mixed meter, and cumulative meter.

J4. Create group studies based on rhythmic patterns.

Drama

K1. Demonstrate various emotional responses to change the behavior of another character.

K2. Portray opposing emotions.

L1. Demonstrate changes in character relationships that are established by the setting and space.

M1. Integrate the technical elements of sets, costumes, and props into dramatic activities.

M2. Create human characters in conflict over one prop piece.

N1. Improvise a character in conflict with other people.

N2. Improvise a myth using fantasy.

FINE ARTS
GRADE 10

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 10, students should be able to:

Visual Art

A1. Use structural principles such as emphasis and proportion to create a unified visual image.

B1. Produce visual images that evoke a mood.

C1. Draw realistic representations of objects and figures.

C2. Create a watercolor or tempera piece.

C3. Create a pot.

C4. Create a ceramic piece.

C5. Create a woven piece using a loom.

C6. Create a metal piece using cutting and shaping tools.

C7. Create a sculpture.

C8. Create a photographic composition.

Music

D1. Sight-read traditional musical notation from a vocal or instrumental score.

E1. Perform an instrumental or choral piece in the appropriate style in solo or ensemble.

E2. Interpret dynamic markings and directions in performance.

F1. Write short melodic excerpts from dictation.

F2. Write harmonization for a given melody.

G1. Improvise original music vocally or instrumentally.

G2. Improvise with other members of a choral or instrumental group.

Dance

H1. Demonstrate how the body and its parts are used to convey a message.

H2. Choreograph and perform a social, ethnic, folk, or square dance.

H3. Create dance movement derived from the structural approach to composing.

I1. Perform a study which reflects the expressive intent of a musical piece.

I2. Create a dance using mood as a stimulus.

J1. Move to rhythmic patterns in different combinations.

J2. Produce movement appropriate to arbitrarily imposed accents.

J3. Demonstrate how spatial design is developed in dance.

Drama

K1. Demonstrate more than one emotional response to fit the motivations of a character in a dramatic script.

L1. Place characters on stage to communicate their relationships.

M1. Design a simple costume for a character that communicates that character's inner life.

N1. Resolve the conflict between two characters at a moment of confrontation in a scene from a play.

FINE ARTS
GRADE 12

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to demonstrate basic skills necessary to participate in the creation and/or performance of one of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 12, students should be able to:

Visual Art

A1. Create a visual image which demonstrates balance, unity and variety.

B1. Produce a visual image which expresses a specified idea or feeling.

C1. Create visual images in a variety of media.

Music

D1. Sight-read traditional musical notation from a score.

E1. Perform an instrumental or choral piece in the appropriate style in solo or ensemble.

F1. Write a musical excerpt.

G1. Improvise original music vocally or instrumentally.

Dance

H1. Use body movements to choreograph a dance study.

I1. Use different dance forms to convey a single message.

J1. Improvise movement based on formal elements.

Drama

K1. Demonstrate more than one emotional response to fit the motivations of a character in a dramatic script.

L1. Design an appropriate set for a dramatic piece.

M1. Design a groundplan that allows the conflict to be clearly staged in one scene from a play.

N1. Improvise two plots, one showing a climactic structure and one showing an episodic structure.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 3, students should be able to:

E1. Recognize universal emotions and experiences expressed in given visual images.

E2. Recognize universal emotions and experiences expressed in given musical selections.

E3. Recognize universal emotions and experiences expressed in given dance selections.

E4. Recognize universal emotions and experiences expressed in given dramatic selections.

F1. Identify given significant visual images.

F2. Identify given significant musical selections.

F3. Identify given significant dance pieces.

F4. Identify given significant dramatic selections.

FINE ARTS
GRADE 6

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 6, students should be able to:

D1. Understand the functions of art in various cultures.

D2. Understand the functions of music in various cultures.

D3. Understand the functions of dance in various cultures.

D4. Understand the functions of drama in various cultures.

F1. Identify given significant visual images.

F2. Identify given significant music selections.

F3. Identify given significant dance pieces.

F4. Identify given significant dramatic selections.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 8, students should be able to:

A1. Know names, characteristics and examples of the major periods of art.

A2. Know names, characteristics and examples of the major periods of music.

A3. Know names, characteristics and examples of the major periods of dance.

A4. Know names, characteristics and examples of the major periods of drama.

F1. Recognize the work of major artistic figures from various historical periods and cultures.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 10, students should be able to:

B1. Analyze how political changes affect the arts.

B2. Analyze how social changes affect the arts.

B3. Analyze how religious changes affect the arts.

B4. Analyze how economic changes affect the arts.

B5. Analyze how technological changes affect the arts.

C1. Understand ways in which art is used to influence society.

C2. Understand ways in which music is used to influence society.

C3. Understand ways in which dance is used to influence society.

C4. Understand ways in which drama is used to influence society.

FINE ARTS
GRADE 12

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 12, students should be able to:

A1. Analyze how visual art, music, dance and drama have changed through the ages.

A2. Classify specified art, music, dance and dramatic pieces by artistic periods.

B1. Understand the underlying causes of changes in the arts.

C1. Analyze the influence of visual art, music, dance and drama on various societies, civilizations and cultures.

D1. Understand how the arts reflect various Western and non-Western cultures, societies and civilizations.

E1. Relate universal themes to specified examples of visual art, music, dance and drama.

F1. Recognize significant works of art in each art form.

F2. Understand the relationship of specified works of art to their historical period or culture.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to describe the unique characteristics of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 3, students, given materials appropriate to their age level, should be able to:

A1. Contrast the difference(s) between planned sound(s) over time (music) and random sound(s) (noise).

A2. Use appropriate vocabulary to describe aural perceptions of music.

A3. Use appropriate vocabulary to describe tactile perceptions of an art object.

A4. Use appropriate vocabulary to describe visual perceptions of an art image.

A5. Contrast the differences between organized movement through space and time (dance) and other movement.

A6. Use appropriate vocabulary to relate perceptions of a dance.

A7. Use appropriate vocabulary to relate perceptions of a dramatic performance.

A8. Understand the interrelationship of all the other art forms (music, dance, visual art) to a dramatic performance.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to describe the unique characteristics of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 6, students, given age-appropriate stimuli, should be able to:

A1. Contrast the difference(s) between planned sound(s) over time (music) and random sound(s) (noise).

A2. Use appropriate vocabulary to describe aural perceptions of music.

A3. Use appropriate vocabulary to describe tactile perceptions of an art object.

A4. Use appropriate vocabulary to describe visual perceptions of an art image.

A5. Contrast the differences between organized movement through space and time (dance) and other movement.

A6. Use appropriate vocabulary to relate perceptions of a dance.

A7. Use appropriate vocabulary to relate perceptions of a dramatic performance.

A8. Understand the interrelationship of all the other art forms (music, dance, visual art) to a dramatic performance.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to describe the unique characteristics of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 8, students, given age-appropriate stimuli, should be able to:

A1. Contrast the difference(s) between planned sound(s) over time (music) and random sound(s) (noise).

A2. Use appropriate vocabulary to describe aural perceptions of music.

A3. Use appropriate vocabulary to describe tactile perceptions of an art object.

A4. Use appropriate vocabulary to describe visual perceptions of an art image.

A5. Contrast the differences between organized movement through space and time (dance) and other movement.

A6. Use appropriate vocabulary to relate perceptions of a dance.

A7. Use appropriate vocabulary to relate perceptions of a dramatic performance.

A8. Understand the interrelationship of all the other art forms (music, dance, visual art) to a dramatic performance.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to describe the unique characteristics of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 10, students, given age-appropriate stimuli, should be able to:

A1. Contrast the difference(s) between planned sound(s) over time (music) and random sound(s) (noise).

A2. Use appropriate vocabulary to describe aural perceptions of music.

A3. Use appropriate vocabulary to describe tactile perceptions of an art object.

A4. Use appropriate vocabulary to describe visual perceptions of an art image.

A5. Contrast the differences between organized movement through space and time (dance) and other movement.

A6. Use appropriate vocabulary to relate perceptions of a dance.

A7. Use appropriate vocabulary to relate perceptions of a dramatic performance.

A8. Understand the interrelationship of all the other art forms (music, dance, visual art) to a dramatic performance.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to describe the unique characteristics of each of the arts.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 12, students, given age-appropriate stimuli, should be able to:

A1. Contrast the difference(s) between planned sound(s) over time (music) and random sound(s) (noise).

A2. Use appropriate vocabulary to describe aural perceptions of music.

A3. Use appropriate vocabulary to describe tactile perceptions of an art object.

A4. Use appropriate vocabulary to describe visual perceptions of an art image.

A5. Contrast the differences between organized movement through space and time (dance) and other movement.

A6. Use appropriate vocabulary to relate perceptions of a dance.

A7. Use appropriate vocabulary to relate perceptions of a dramatic performance.

A8. Understand the interrelationship of all the other art forms (music, dance, visual art) to a dramatic performance.

APPENDIX A

STATE GOALS FOR LEARNING--SIX AREAS OF LEARNING

LANGUAGE ARTS

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras, and ideas;
- understand how and why language functions and evolves.

MATHEMATICS

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

As a result of their schooling, students will be able to:

- perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions and decimals;
- understand and use ratios and percentages;
- make and use measurements, including those of area and volume;
- identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs;

- understand and apply geometric concepts and relations in a variety of forms;

- understand and use methods of data collection and analysis, including tables, charts and comparisons;

- use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.

BIOLOGICAL AND PHYSICAL SCIENCES

Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society;

- the social and environmental implications and limitations of technological development;

- the principles of scientific research and their application in simple research projects;

- the processes, techniques, methods, equipment and available technology of science.

SOCIAL SCIENCES

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexities of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;

- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;

- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;

- demonstrate a knowledge of world geography with emphasis on that of the United States;

- apply the skills and knowledge gained in the social sciences to decision making in life situations.

FINE ARTS

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;

- identify processes and tools required to produce visual art, music, drama and dance;

- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;

- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;

- describe the unique characteristics of each of the arts.

PHYSICAL DEVELOPMENT AND HEALTH

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills.

As a result of their schooling, students will be able to:

- understand the physical development, structure and functions of the human body;

- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;

- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities;
- demonstrate a variety of basic life-saving activities.

APPENDIX B

LEARNING OBJECTIVES AND ASSESSMENT--QUESTIONS AND ANSWERS

Question: When will the first plan be due?

Answer: The first plan must be submitted by August 31, 1987.

Question: Can a district submit its plan earlier so that the objectives, assessment systems, and reporting procedures are approved prior to the beginning of the 1987-88 school year?

Answer: Yes. The State Board will be prepared to receive plans in the spring of 1987. Districts are encouraged to submit their plans as early as possible.

Question: What are the criteria for the approval of plans?

Answer: Specific criteria will be listed in rules currently being developed for this program. The criteria will be based on the legislative requirement that the local objectives meet or exceed the State Learning Goals, that the assessment procedures are adequate to determine the degree to which students are meeting these objectives, and that reporting procedures are sufficient to inform the public about the objectives, the assessment results, and the plans for improvement.

Question: What assistance is available to school districts?

Answer: Many forms of assistance are presently available and others are being developed:

1. The Illinois General Assembly appropriated $2.7 million in FY 86 and $2.55 million in FY 87 to assist local school districts in implementing this program. Each district may receive $1.31 per enrolled student this year by submitting an application for funds by October 15, 1986.

2. A final set of Sample Learning Objectives in each of the six fundamental areas of learning will be distributed in late September 1986; these will be based on revision of the Draft Model Learning Objectives in the six fundamental areas that were released in the spring of 1986.

3. An assessment item bank is being developed and test items from that bank will be available to districts in the fall of 1987.

4. Ten local school districts were funded in FY 86 as demonstration sites for development of model outcome/assessment systems and materials. Plans to continue and to expand this effort in FY 87 are under development.

5. Consultants to assist local school districts in the area of reading are available through the Educational Service Centers. Consultants in other areas will soon be available.

6. Workshops will be conducted and materials and publications will be distributed beginning this winter.

Question: How can a district receive assistance?

Answer: Districts should contact the Educational Service Center in their area. In addition, information and assistance regarding the development of objectives can be received from the Program Planning and Development Section or the Program Evaluation and Assessment Section, State Board of Education.

Question: Does a school district have to adopt the Sample Learning Objectives?

Answer: No. They are samples provided only to assist districts in the development of their local objectives.

Question: Why are there state test items?

Answer: In order to measure student learning against the state goals, the legislation requires that state test items be included in the local assessment system.

The General Assembly has indicated that it expects to receive information to help answer at least the following questions:

How does student performance in Illinois schools compare with statewide student performance?

To what extent are trends in achievement in each Learning Outcome area indicating decline, stability, or growth in performance over time?

Each of these questions will be studied by using the results of the state items for each grade and curricular area tested.

Question: How will the state testing items be developed?

Answer: Illinois teachers and other education professionals selected statewide will form committees that will help match test items to the state goals and construct the pilot tests. The items will be field-tested, statistically analyzed, and reviewed again by the committees.

Question: What will the relationship between state assessment items and the Sample Learning Objectives be?

Answer: There will be no direct relationship between the two. State assessment items will be based on the State Goals for Learning.

Question: Are Sample Learning Objectives the same as instructional objectives?

Answer: No. The Sample Learning Objectives define knowledge or skills at a school district, rather than a classroom, level. In that sense, they are more like school district learning goals than typical instructional objectives. In fact, they are called "objectives" in strict compliance with the language of the law. For all practical purposes they can be viewed as school district learning goals.

Question: Will the state testing items be available to the schools in advance?

Answer: The state testing items to be administered in any given year will not be available to schools for preview. However, sample items will be published for all student learning outcomes. These will be sent to all school districts prior to administration of state testing items in a curricular area. For example, a booklet of sample mathematics test items will be sent to districts prior to the administration of state mathematics testing items in spring of 1989. The booklet will contain sample items for all mathematics learning outcomes, keyed to the four grade levels to be tested (i.e., 3, 6, 8, and 10).

Question: To whom and how will state testing data be reported?

Answer: Each school will receive its students' mean scores in raw score units as well as the school's percentile rank in Illinois for each Learning Outcome area tested as well as comparisons by Learning Outcome area statewide.

Each school district will receive the above results for each of its schools as well as similar mean scores for the district as a whole.

The General Assembly and the Governor will receive a report from the State Board including:

- the state's average performance and range of achievement for each learning area tested in raw score units and percentiles;
- results of additional statistical analyses and interpretations, especially curricular strengths and weaknesses, trends and evidence of significant correlations; and
- national comparisons.

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